The Harmony Trust

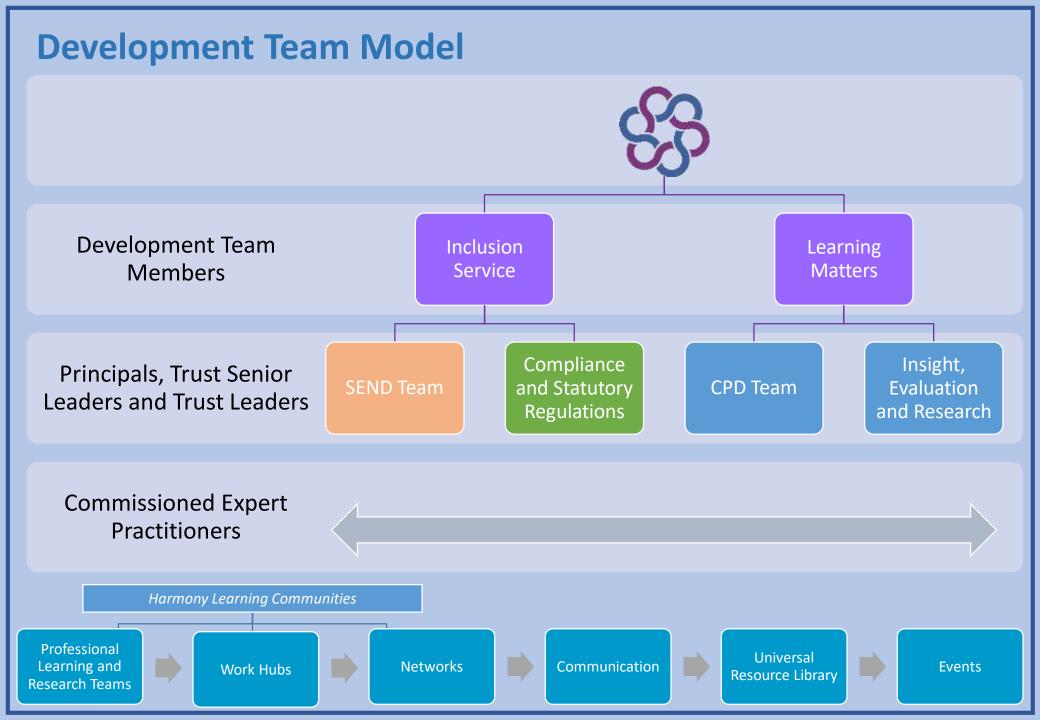## *Development Team Prospectus*

Contents

The role of the Harmony Trust Development Team is to support the CEO and The Board of Trustees in their ambition for all our academies to be Great Places to Learn and Great Places to work. The progress towards this ambition is through the delivery of the aims set out in the Strategic Plan. Great Academies are where Leaders have the capacity to focus on enabling teachers to teach, children to learn and parents to support so that every member of the community is able to meet their potential. The Director of Education is responsible for the support and development offer to our academies and the co-ordination and quality assurance of the work of the development teams.

We aim to improve outcomes for all by:

- *Developing and delivering quality Continuing Professional Development aligned to the aims of the strategic plan*

- *Facilitating collaboration between academies within the trust*

- *Coordinating and providing bespoke support and intervention based on the needs of individual academies*

Development Team Model

Development Team Members

- Inclusion Service
- Learning Matters

Principals, Trust Senior Leaders and Trust Leaders

- SEND Team
- Compliance and Statutory Regulations
- CPD Team
- Insight, Evaluation and Research

Commissioned Expert Practitioners

Harmony Learning Communities

Professional Learning and Research Teams → Work Hubs → Networks → Communication → Universal Resource Library → Events

The Harmony Trust Strategic Plan: Great Place 2 Learn

Improving Pupil Outcomes

High quality CPD
Development Team
HLCs
Harmony Opportunities Programme

Technology and Home Learning
Curriculum
HTML
Remote Learning
Functionality

Raising Attainment
Pupil Progress
Expert Learners (Metacognition)
Excellence in the EYFS

PDBW
Harmony Pledge
RHE
EHMW

Curriculum and Assessment
GP2L Principles
Teacher Assessment
Evaluation
Parental Engagement

Literacy and Oracy
Read, Achieve, Succeed
Key Groups
Early Literacy
EYFS

Leading Inclusive Practice

Inclusion Service
Specialist Provision
Contextual Profiles
Specialist Workforce

Multi-disciplinary Teams
Hub based MDTs
Pastoral Expertise

Compliance and Statutory Regulations

SEND
Policy Implementation and Practice
Partnerships

Website, Media and Communications
Audit and compliance
Consistency and policy

Behaviour
Policy Implementation and Positive Practice
Exclusions

Attendance
Improved Attendance
Persistent absence
EYFS
Parental Engagement

In addition to the core offer outlined in the Harmony CPD Brochure, bespoke CPD support is also available. Access to this enhanced CPD offer will be determined by the Academy Visit schedule and through discussions with the CEO and Director of Education. Certain elements will be available within the core offer whereas other components will be accessible by a commission submitted to the Development Team.

Improving Pupil Outcomes

The CPD Team consists of expert practitioners with a wealth of experience across a wide range of disciplines: Leadership, Curriculum design, Literacy, Mathematics, Early Years and more.
The training programmes and standalone sessions are aligned to current research and extensive evidence bases and undergo a rigorous evaluation and review cycle. Programmes improve pedagogical and subject knowledge. Our expert practitioners are also deployed to our academies to provide strength and capacity to drive improvement and support change.

Leading Inclusive Practice

The 'Inclusion Development Team' brings together a wealth of experience and specialist training to support all within The Harmony Trust. The Team is committed to ensure that all academies have access to a range of resources via the URL, access to HLCs, regular SENDCO Hub network meetings, the SEND policy and its appendices.
There will be access to an extensive range of training through the Trust CPD programme and SEND inquiry days. Bespoke individual support tailored to each academy's needs will also be available to support with the application of the policy into practice.

Compliance and Statutory Regulations

The Head of Inclusion provides individualised support for our academies to ensure that they meet all statutory regulations related to behaviour, exclusions, reduced timetables, complaints, accessibility, websites, admissions for pupils with additional needs and much more. This role supports our academies in ensuring they are fully compliant with statute in these areas.

Learning Matters

Head of Service – Sarah Taylor

CPD Team

Insight, Evaluation and Research

Trust Senior Leaders and Trust Leaders

Continuing Professional Development

Investment in high quality professional development is the single most important factor in enabling high quality teaching that leads to improved outcomes for all.

We believe that the real value of being a multi-academy trust is to create opportunities for our staff to learn with, from and on behalf of others in truly effective collaboration. We will provide high quality professional development to leaders, teachers and teaching assistants.

We have learned from experience that to raise standards of attainment and improve the quality of provision that we need to support leadership teams to be effective while developing the workforce.

Professional Development may include:

- *Working alongside experienced leaders through coaching and mentoring*

- *Being part of a peer inquiry team in own or another academy*

- *Placement at another academy or supporting another academy*

- *Leadership Development Sessions*

- *Access to Harmony Learning Communities, networks and workhubs*

- *Participating in or leading a Provision and Practice Review*

- *CPD Courses and development programmes*

CPD – Quality Assurance

"Quality of teaching is arguably the most important in-school factor influencing pupil outcomes (Hanushek and Rivkin, 2012; Burgess, 2015); the impacts of high-quality teaching are particularly significant for disadvantaged students (The Sutton Trust, 2011); and there is evidence that engagement with good professional development leads to increased pupil attainment.*

Although not designed to be a checklist, the Development Team will use The CPD Quality Assurance Criteria to ensure that any CPD element is of the highest quality and therefore maximises its impact in academies and leads to improved pupil attainment.

All CPD elements are aligned to the priorities described in the the GP2L Strategy and any programme or standalone session is rigorously evaluated and reviewed through feedback submissions, perception surveys and analysis of impact in academies.

FIGURE 1:
CPD QUALITY ASSURANCE CRITERIA FOR CYCLE TWO

Section 1: Intent

1.1 The intended impact of the [training/CPD/CPD programme] is clear

1.2 The [training/CPD/CPD programme] aims to develop participants' beliefs, knowledge, understanding and/or teaching practice

1.3 Support is given to participants and/or their schools to identify CPD requirements, support implementation and monitor and evaluate the impact of CPD in their own contexts

Section 2: Design

2.1 The [CPD/training/programme] design and content is underpinned by robust evidence and expertise

2.2 [Training/CPD/Programme] design takes into account the prior knowledge, experiences and needs of participants and/or their school contexts

2.3 CPD activities are deliberately designed to facilitate sustained changes to practice – activities may include opportunities for application, practice, reflection, collaboration and expert challenge

Section 3: Delivery

3.1 Effective processes are in place to ensure that the [CPD/training/CPD programme] is delivered to a high standard

3.2 Internal and external evaluation processes are used to review impact and inform ongoing improvements to the [CPD/training/programme]

3.3 Consideration is given to addressing broader factors that may impede the effectiveness of the [CPD/training/CPD programme] – participant experience; value for money; staff time

*"The quality assurance criteria are drawn from existing research around effective professional development, developed through stakeholder testing and broadly aligned with the 'Standard for teachers' professional development' (DfE, 2016). (**Figure 1**)."*

*Impact, Journal of the Chartered College of Teaching, Autumn 2021 p33

CPD Courses and Development Programmes

All Harmony Programmes are grounded in research and evidence and are aligned to the priorities within the Trust Strategic Plan. Course developers draw on a variety of resources when designing their programmes: EEF Guidance Reports, Subject Associations such as NCETM, Chartered College Publications and their own experiences and expertise.

The development programmes and one-off training sessions all correspond to the Great Place to Learn [agenda]

Examples include:

- *Subject Leader development Programmes*

- *Developing Reading Comprehension and Writing*

- *Improving Vocabulary and Talk*

- *Maximising the Practice of Teaching Assistants*

- *Induction Programmes for Early Career Teachers*

- *Leadership and Teaching of Phonics*

More details about these programmes and information about how to secure a place can be found in the Harmony CPD Brochure.
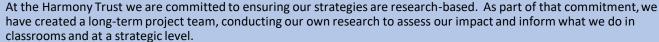
Universal Resource Library (URL)

- The URL is a professional learning space housed within Microsoft Teams and managed by the HTML CPD Team.

- It has been designed to support *all Harmony colleagues* with lesson resources and videos as well as tutorials to support all aspects of Quality First Teaching and beyond.

- In addition to these materials, there are resources to support further Professional Development for all: training videos, curriculum planning documents, research and links to wider CPD opportunities.

- Shortcuts to the most recent Education Endownment Foundation Guidance Reports and evidence summaries are also a feature of the URL.

- Contributions to the URL are welcomed from all Harmony employees – teaching and non-teaching – to support both the Great Place 2 Learn strategy and Great Place 2 Work. Cross-Trust collaboration and support is at its core.

At the Harmony Trust we are committed to ensuring our strategies are research-based. As part of that commitment, we have created a long-term project team, conducting our own research to assess our impact and inform what we do in classrooms and at a strategic level.

As a multi-academy trust, we have been able to implement sector-leading, innovative strategies, such as the HTML, 1-2-1 devices scheme. We have a responsibility to staff, children, parents and the wider educational community to assess the impact of these strategies.

We have in place a project team who will conduct research across the trust, working, where appropriate, with external partners such as universities, educational charities, local authorities and educational software providers.

The Insight, Evaluation and Research Team will further support our academies by:

- *Providing summary data packs on a termly basis at academy, hub and trust level which will include:*

  - *Contextual information*

  - *SEND profiles*

  - *Attainment and Progress Data for all pupils and those within identified groups*

  - *Attendance and Persistent Absence analysis*

- *The development and analysis of surveys to enable greater insight through pupil, parent and staff voice*

- *Design and deliver a bespoke assessment and analysis service for pupils with complex SEND needs or for Newly Arrived Pupils (NASSEA)*

- *Evaluate key aspects of academy provision to develop case studies and an evidence base (URL)*

Insight, Evaluation and Research

Inclusion Service

Head of Service – Jane Green

SEND Team

Compliance and Statutory Regulations

Inclusion Service

The Inclusion Team's purpose is to ensure inclusion for all Harmony Pupils by providing guidance, support and advice to leaders and teachers.

The offer from the Inclusion Team includes:

- *Support from leaders with a range of expertise*
- *Evaluation of SEND Leadership and Provision*
- *Advice about embedding inclusion policy into practice*
- *Capacity to conduct Accessibility Audits to develop reviews and three-year action plans*
- *Opportunity to consult with a Speech and Language Therapist*
- *Bespoke support to meet pupils' and family needs*
- *Access to Inclusion Support Visits to provide early help with:*
  - *Compliance with IRT Policy*
  - *Producing all required documents*
  - *Managing pupils with medical, physical needs and pastoral and needs*
  - *Transition issues*
  - *Behaviour and exclusions*

Training programmes and standalone CPD sessions relating to a variety of elements of inclusion can be found in the Harmony CPD Brochure.
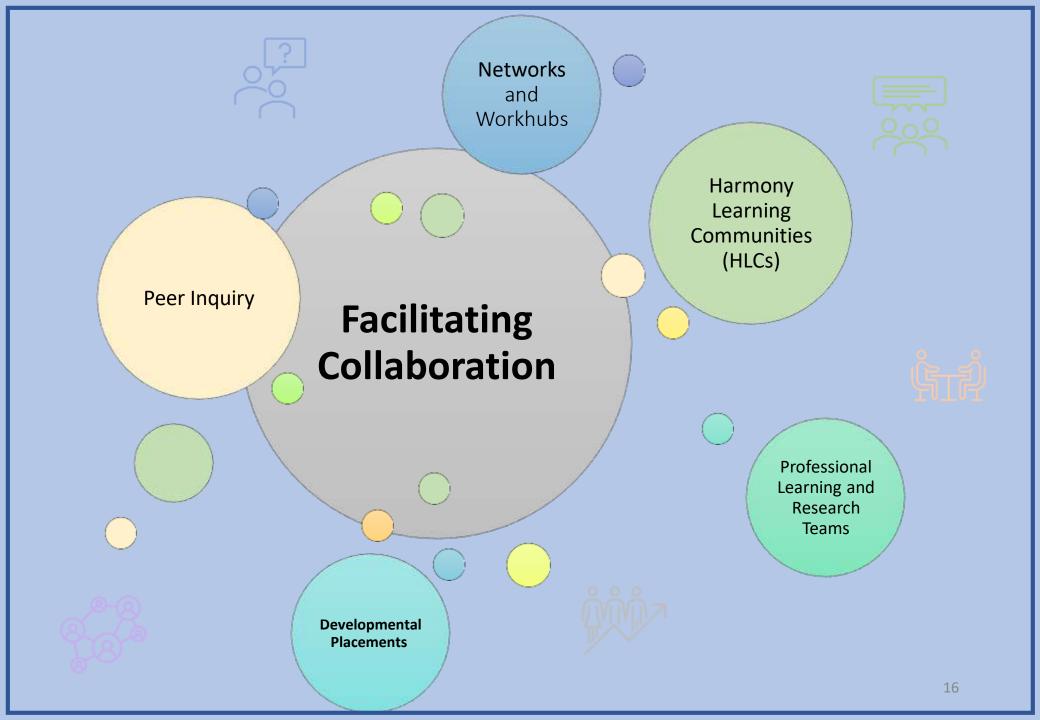
Facilitating Collaboration

As Harmony Trust members and employees, we share a clear ambition for all our academies to be great; Great places to Work (GP2W) and Great places to Learn (GP2L) with Great Services, where all staff thrive and pupils succeed.

We continue to maximise the potential of our leadership teams ensuring that leaders can

- *Identify excellence within the system, being precise in the practice and the circumstance and context in which it was achieved, using this to develop highly effective evidence-based practice.*

- *Develop a system of peer support and challenge which is focused on collaboration; where leaders work together, challenge one another, share excellence and are collectively focused on the success of all pupils.*

Facilitating Collaboration

Networks and Workhubs

Harmony Learning Communities (HLCs)

Peer Inquiry

Professional Learning and Research Teams

Developmental Placements

Facilitating Collaboration

Harmony Learning Communities (HLCs)

Professional Learning and Research Teams

The Professional Learning and Research Teams are communities of practice that enable leaders, teachers and teaching assistants to 'learn with, from and on behalf of others.' They work together to analyse data, consider the latest evidence and research and share the knowledge of what works for which pupils in which academies. They then summarise the findings to make recommendations that support the ongoing development of our frameworks and policies at both trust and academy level.

Networks

The Development Team will facilitate a range of networking events that enable leaders, teachers and support staff to receive regular updates on local and national priorities. They are a way of sharing key messages and learning across all our academies.

Workhubs

Workhub of practitioners may be formed to carry out a time limited piece of work that supports our academies to respond to strategic priorities, national strategy and current initiatives. They will usually be led by a member of LMSG, a Head of Academy or a member of the Development Team who has strategic responsibility in this area.

Peer Inquiry

The development team will co-ordinate and support the Peer Inquiry approach on a range of themes. This information will feed into the support available through policy development and the CPD offer.

Development Placements

Staff may request or it may be recommended that they need to gain experience in another context or to experience working alongside others. The Development Team can facilitate and support this placement within trust at one of our academies or may commission this from one of our local partners.

Bespoke Support

As a trust we recognise that there are a range of factors that may affect the performance of the academy. These may be contextual factors where the demographic changes, staffing factors where there are significant changes in a short space of time or a national policy change that requires a significant response.

All schools may need additional bespoke support at different times and as trust we aim to ensure that the development team can respond to that need. Academy leaders may identify this need through their self evaluation or through discussion with the CEO during their termly academy visit.

The Director of Education will work with academy leaders to ensure that the support is commissioned appropriately and so that there is a clear understanding of the impact measures in advance.

This support may be delivered by:

- *Intervention from the Director of Education*

- *Deployment of Trust Leaders*

- *Additional Capacity through an Academy Improvement Grant*

- *Leadership Development Programme*

Bespoke Support

Director of Education

The Director of Education will lead on the brokerage and commissioning arrangements for bespoke support. This may include school to school support, commissioning of associates or the deployment of Trust Leaders to add additional capacity. The Director of Education will also identify where there is strength and capacity within academies and where that may be used to support others or contribute to the work of the Development Team.

Deployment of Trust Leaders

The Trust employs a number of Trust Senior Leaders and Trust Leaders who may be deployed to academies where leadership capacity is needed most. This may be where there are vacant posts or where additional capacity is needed to support academy improvement priorities. The deployment of these leaders is usually determined through an Academy Improvement Board who are also responsible for monitoring the impact and effectiveness of the support.

Academy Improvement Grant

Where an academy is facing significant challenge, the CEO may direct resources to ensure that the leaders have the capacity, support and strength to enable improvement. The purpose of the academy improvement grant is to have a direct impact on the quality of provision at the academy and to support an improvement in pupil outcomes particularly for those who may be disadvantaged or vulnerable.

Leadership Development Programme and Leadership Coaching

The Leadership Development Programme is available to all Principals and Heads of Academy, this consists of Leadership workshops and termly 121 leadership coaching facilitated by Brian Lawson. Further support for academy leaders at both senior and middle leadership level can be commissioned to support key academy priorities.

Our Priorities for 2021/22

Challenge and support our academies through **effective evaluation and monitoring** using a clear systematic approach with **peer inquiry** at the heart of the process

Provide responsive support for our academies through the **Harmony Development Team** with the deployment of additional capacity, a high quality CPD Offer and the development of a resource portal, The Harmony URL.

Ensuring that **our most vulnerable pupils are given the very best chance of success** despite their contextual circumstances or needs. This will be through the development of an Excellence Framework for Disadvantaged pupils, SEND Strategy (inc Specialist Provision) and the work of effective Multi-Disciplinary Teams with impact shown in high pupil attainment and achievement.

Deliver transformational and sustained change through the implementation of the **HTML Strategy**, using technology as a lever for improvement in pupil outcomes.

Prioritise **communication and Literacy** so that children develop transferrable skills for learning through the Harmony Reading, Oracy and Phonics Frameworks.

Ensure **excellence and equity across our Early Years provision** through language rich environments, engaging and inspiring curriculums, high quality adult interactions and strong parental engagement

Relaunch **The Harmony Pledge** so that it is integral to the academy curriculum with character education as the key driver.

A note from the CEO…

'A focus on learning can enhance performance whereas a focus on performance can depress learning' Institute of Education, 2010.

The words 'learning' and 'development' are prominent in this superb prospectus that demonstrates how our new Development Team will support all our academies to be Great Places to Learn and Work.

The offer reflects our priorities as a Trust and our values as a learning organisation: reading, harnessing technology, early years, children becoming expert learners, supporting children with additional needs and more.

A Multi-Academy Trust where the focus is always on everyone learning – children, staff, parents – to achieve our goals and where the greatest investment we can make is in professional development that is practically orientated and research based.

I urge all staff to access the many opportunities set out here and to commit to being lifelong learners.